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AUTHOR Marsh, David D.; Lyons, Margaret F.
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ABSTRACT

This document further analyzes a two-year Teacher Corps study which was conducted by Pacific Training and Technical Assistance Corporation for the U.S. Office of Education. The results of the first and second years of study have been reported elsewhere. This volume presents the results of a further analysis of data collected in the first year of the study dealing with the relationship between intern background characteristics and Teacher Corps program characteristics, and the teaching skills and attitudes of interns at the end of their two years of training. The goals of this study are: (a) to provide information that could serve as a bais for redirecting efforts to recruit interns, selecting new Teacher Corps projects, or providing technical assistance to projects; (b) to provide information that could be used to identify special strengths or weaknesses at any one project site and, consequently, to suggest the need for special recruiting procedures for interns or for technical assistance efforts; (c) to further explore the relationship between teacher background, Teacher Corps program characteristics as related to the teaching skills, and attitudes of interns at the end of their two years of training; and (d) to answer management-oriented questions regarding the development of effective Teacher Corps projects and the assessment of the quality and effectiveness of the projects. (A large section of the document is devoted to tables illustrating the interns' background and Teacher Corps program characteristics.) (JS)

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FINAL REPORT

Phase II

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TEACHER CORPS GRADUATES IN HIGHLY INNOVATIVE ROLES IN EDUCATION: A FOLLOW-UP STUDY

David D. Marsh
Margaret F. Lyons

Pacific Training & Technical Assistance Corporation
Berkeley, California

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I. INTRODUCTION

This volume reports two aspects of a study of Teacher Corps programs and graduates which is being conducted by Pacific Training and Technical Assistance Corporation for the U. S. Office of Education. The first year of the study was an analysis of the relationship between intern background characteristics and Teacher Corps program characteristics, and the teaching skills and attitudes of interns at the end of their two years of training.[1] The second year of the study was a follow-up of graduates of Sixth-Cycle Teacher Corps programs who were working as first-year teachers. These graduates were compared with other young teachers in terms of their teaching performance and the performance of their pupils.[2] The results of the first and second years of the study have been reported under separate cover.

During the second year of the study, a series of questions arose about Teacher Corps graduates not included in the second year sample. Were they working in the educational field? What kinds of roles did they play in education? Did they seek a teaching job, and if so, where and how? These questions are addressed in this volume.

To gather information from graduates of the twenty Teacher Corps projects studied in the first year of the study, a mail questionnaire was sent to each graduate. The questionnaire sought information about whether graduates tried to secure a

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[1]David D. Marsh, et al, A Study of Teacher Training at Sixth-Cycle Teacher Corps Projects, 3 vols., Berkeley, Calif., Pacific Training and Technical Assistance Corporation, 1974.

[2]David D. Marsh and Margaret F. Lyons, A Study of the Effectiveness of Sixth-Cycle Teacher Corps Graduates, Berkeley, Calif., Pacific Training and Technical Assistance Corporation, 1974.

teaching job, and if so where and how. It also sought information about their current job status and their occupational plans for the next five years. Finally, it sought more information about their current job, especially if it were in the field of education.

To gain additional information from graduates who had jobs in education, an in-depth interview was conducted with selected graduates who had highly innovative jobs in education. These graduates were not selected using a random sample; instead they were selected because they appeared to have the most interesting jobs in education, as reported in the mail survey. These graduates were interviewed by telephone to determine their current job responsibilities and situation, and their perception of the relationship between their Teacher Corps training and their current job. The telephone interviews were conducted in the late fall of 1974. At this time graduates were in their second year of work, having graduated in June, 1973.

II. A FOLLOW-UP STUDY OF ALL TEACHER CORPS GRADUATES

A. Methodology

A total of 669 interns graduated from the twenty Teacher Corps projects studied in Phase I of this study. These twenty Teacher Corps projects represent all Sixth-Cycle projects that prepared elementary school teachers. Sixth-Cycle projects completed their two years of training in June, 1973.

During the fall of the school year prior to the graduation of these interns, a representative of the Pacific T & TA Corporation data collection staff visited each Teacher Corps project to explain the purpose of the study and secure the names and addresses of all interns. In late spring of that same school year this information was updated to include the plans of interns for the year following graduation. At this time the address of a friend or relative was obtained so that the intern could be more easily located following graduation.

A mail survey questionnaire was sent to all graduates of these twenty projects in the spring of 1974--one year after graduation from their Teacher Corps program. A follow-up letter was sent to all known respondents six weeks after the initial letter was sent. Following this, attempts were made to telephone interviewees who did not respond to either letter. It proved to be very difficult to locate many of the interns.

A total of 338 graduates responded to the questionnaire. This total represents 50.5% of the 669 graduates of the twenty Teacher Corps projects. Five graduates submitted questionnaires that were unsuitable for computer analysis. Hence data were analyzed on 333 graduates from all twenty projects.

It appears that the sample of 333 graduates slightly favors graduates who received teaching jobs or other jobs in education

over those who did not have such jobs. The graduates who secured jobs in education were easier to locate and probably were more inclined to respond to the questionnaire.

B. Findings

1. Distribution of the Respondent Sample by Sex and Ethnicity

The ethnic distribution of graduates in the respondent sample and the population of graduates is presented in Table 1. The proportion of males (40%) in the respondent group was approximately equal to the proportion (44%) of graduates from the twenty Teacher Corps projects.

Table 1

The Ethnic Distribution of Graduates in the Respondent Sample and in the Population of All Interns Graduating from the Twenty Projects

Ethnicity of Graduate	Respondent Sample	Population of Graduates
Black	43%	44%
White	34%	33%
Chicano	19%	16%
Other	4%	7%

The distribution of interns from the various ethnic backgrounds in the respondent sample and the population of graduates are virtually the same. Hence there is no bias in the respondent sample that is associated with the sex or ethnicity of graduates.

2. Attempts of Graduates to Secure Teaching Jobs

Graduates were asked if they were offered a teaching job in the school district where they served as an intern. Of the 333 respondents, 184 had been offered a teaching job in the school district where they served as an intern. This means that 55 per cent of the graduates had been offered such a job. Of the graduates who were offered a teaching job in the district where they served as an intern, 131 (71%) accepted the job and were employed in the district one year after graduation. From this it can be concluded that, in general, school districts that participated in Teacher Corps projects did honor their commitment to hire interns.

A more general question was asked of all graduates--"Did you seek a teaching job for the 1973-74 school year?" Eighty-eight per cent of the graduates responded that they had sought a teaching job in some school district across the country. It is clear that the vast majority of graduates did seek a teaching job after graduation from a Teacher Corps project.

Table 2 indicates the number of school districts to which interns made application for a job.

Table 2

The Number of School Districts to Which Each Graduate Applied for a Teaching Job

Number of School Districts	% of Graduates N = 305
1	35.5%
2 - 4	30.1%
5 - 8	14.0%
9 - 12	2.7%
More than 12	5.7%
Did not seek a teaching job	12.0%

Table 2 indicates that slightly over 60% of the graduates applied to two or more districts. As will be indicated below, such further effort was not necessary because of the high percentage of graduates who were able to secure jobs in education.

3. The Current Job Status of Graduates

Graduates were asked to describe their current job status, i. e., whether they held a classroom teaching job or other role in education, had another job (not education), were a student in an institution of higher education, or were doing something else. The results are described in Table 3.

Table 3

Current Job Status of Teacher Corps Graduates

Job Category	% of Graduates
Classroom teacher or other role in education	84.7%
Other job (not education)	5.1%
Student	4.2%
Other	3.0%
Don't know	3.0%

A surprising finding is that 85% of the respondents to the survey reported that they had a job as a classroom teacher or in another role in education! This represents an exceptionally high success rate in securing a job for these Teacher Corps graduates. In attempting to locate graduates to participate in the second year of the study, Pacific T & TA Corporation discovered that several school districts gave such preference to Teacher Corps graduates

that it was difficult to find control group teachers who were first year teachers. A large percentage of graduates secured teaching jobs--in many cases, the Teacher Corps graduates were given strong preference over other applicants for teaching jobs.

4. Future Job Plans

Graduates were asked to indicate what their professional plans were for the next year and for five years in the future. Table 4 presents this information.

Table 4

Future Plans of Teacher Corps Graduates

	Next Year	In 5 Years
Classroom teacher	77.2%	31.2%
Other role in education	8.4%	51.4%
Other job	4.8%	4.5%
Student	4.2%	1.8%
Other	2.4%	6.6%
Don't know	3.0%	4.5%

In Table 3 it was reported that 84.7% of the graduates currently held jobs as classroom teachers or in other roles in education. In Table 4, graduates indicated that they planned to remain in education over the next five years. In the second year following graduation, 77.2% of the graduates planned to be classroom teachers and an additional 8.4% planned to have other jobs in education. Consequently 85% of the graduates plan to keep education as their career for the second year after graduation from Teacher Corps projects.

Five years after graduation the proportion of graduates in careers in education, as seen by the graduates, is projected to be 82%; in short, the vast majority of graduates plan to remain in education. However, five years after graduation the percentage of graduates in classroom teaching will decrease from 77% to 31%, while the percentage of graduates in other roles in education increases dramatically from 8.5% to 51.4%. In general, graduates see themselves as moving from classroom teaching to more specialized and more responsible roles in education within the next five years.

5. Current Job Status

Graduates who currently held jobs in education were asked to indicate whether they were a classroom teacher, an administrator, a curriculum developer (outside their own classroom), a guidance counselor, or some other job in education. Because of the complexity of their jobs, graduates could check as many categories as were appropriate. Table 5 presents the percentage of all graduates who spent at least part of their time in the categories described above.

Table 5

Job Descriptions of Graduates
Who Hold Jobs in Education

Job Category	N	Percentage of All Graduates Who Hold Jobs in Education
Classroom teacher	263	93.0%*
Administrator	13	4.6%
Guidance Counselor	14	5.0%
Curriculum Developer (in other than own classroom)	15	5.3%
Team leader of a Teacher Corps Project	4	1.4%

*Percentages total to more than 100% because some graduates had jobs which included two or more categories.

Table 5 shows that 93% of the graduates who held jobs in education spend at least part of their time as a classroom teacher. A small percentage of the graduates spend part of their time as administrators (4.6%) or as guidance counselors (5.0%). A small percentage (5.3%) worked as curriculum developers for curriculum not used in their own classroom. In general, the vast majority of graduates who held jobs in education functioned as classroom teachers at least part of the time.

Graduates who held any job in education were then asked to rate the quality of their Teacher Corps training experience and its usefulness to them in their present job. The results are presented in Table 6.

Table 6

Opinions of Teacher Corps Graduates Who Hold Jobs in Education About the Quality and Usefulness of Their Teacher Corps Training

How would you rate the quality of your Teacher Corps training experience?	Excellent	27.9%
	Very Good	38.0%
	Good	23.4%
	Fair	9.3%
	Very Poor	1.4%
How useful is your Teacher Corps training to your present job?	Extremely useful	42.4%
	Quite useful	43.4%
	Slightly useful	13.4%
	Not at all useful	.7%

Two-thirds of these graduates rated the quality of their Teacher Corps training experience as either excellent or very good. This percentage represents a high degree of satisfaction among graduates who hold jobs in education about the quality of their training experience.

These graduates were also asked to rate the usefulness of their training to their present job. Eighty-five per cent reported

that their training was either extremely useful or quite useful, with over 40% of the graduates rating it as extremely useful. It can be concluded that in general these graduates were very positive about the quality and usefulness of their Teacher Corps training experience to their current job.

Graduates who held jobs in schools were asked to describe the ethnic makeup of pupils and teachers at the school. On the average 60% of the pupils were non-white, and 32% of the teachers were non-white. The graduates were also asked whether at least 30% of the pupils were from low income families. The results are presented in Table 7.

Table 7

The Percentage of Employed Teacher Corps Graduates Who Work in Schools Serving Low Income Children

Would you say that at least 30% of the pupils are from low-income families?	Yes	79.0%
	No	13.7%
	I don't know	7.3%
What percentage of pupils and teachers in schools of Teacher Corps graduates are non-white?	Pupils non-white	60%
	Teachers non-white	32%

Approximately 80% of the graduates reported that they worked in schools that served low income children and, as reported above, the average graduate worked in a school where the majority of pupils were non-white.

Graduates who held jobs that involved some classroom teaching were asked if they spend most of their time teaching. Ninety per cent of these graduates reported that they did spend most of their time teaching. Moreover, many of them taught pupils from several grade levels. Table 8 presents the percentage of graduates who hold classroom teaching jobs and the grade level of pupils taught by these graduates.

Table 8

Percentage of Graduates Who Teach
At Various Grade Levels

N's	Grade Level	Percentage of Graduates Who Hold Classroom Teaching Jobs
70	1	26.3%*
53	2	20.0%
72	3	27.4%
73	4	27.7%
95	5	36.1%
80	6	30.4%
27	7	10.3%
22	8	8.4%
12	9	4.5%
9	10	3.4%
8	11	3.1%
7	12	2.8%

*Percentages total to more than 100% because graduates teach more than one grade level.

It is clear from Table 8 that many graduates teach pupils at several grade levels. Moreover, it is clear that most of the graduates teach elementary rather than secondary school students and thus are able to utilize their Teacher Corps training more directly.

Graduates were asked to indicate which subjects they teach. Table 9 describes the percentage of graduates who spend at least some of their time teaching various subjects.

Table 9

Percentage of Graduates Who Teach
Various Subject Matter

Subject	Percentage of Graduates Who Hold Classroom Teaching Jobs
Reading or language arts	90.1%*
English as a second language	22.4%
Social Studies	77.6%
Science	74.9%
Spanish	17.5%
Math	81.4%
Music	37.3%
Art	60.1%

*Percentages total to more than 100% because graduates teach many subjects.

Almost all of the graduates teach reading or language arts at least part of the time. Three-fourths of the graduates also teach social studies, science and math. It appears that most graduates are given the responsibility of teaching a variety of subject matter to pupils as is the case with most grade school teachers.

It is interesting to note, however, that 22% of the graduates teach English as a second language, and almost that percentage teach Spanish to pupils. It is clear that these subjects have considerable importance and relevance for many Teacher Corps graduates.

Less than half the graduates who teach work with the same pupils throughout the entire day. This does not mean, however, that most graduates are involved in team teaching. Table 10 presents the percentage of graduates in teaching who are involved in team teaching.

Table 10

Classroom Teachers Who Are
Involved in Team Teaching

Do you team teach?	Yes, at least two hours per day	21.9%
	Yes, less than two hours per day	11.5%
	No	66.6%

Two-thirds of the classroom teachers are not involved in team teaching. Those teachers who are involved in team teaching tend to be involved for more than two hours each day. The majority of classroom teachers are not involved in team teaching but do have at least one classroom aide who is not a volunteer.

Finally, classroom teachers were asked whether any children in their classroom speak Spanish as their native language and whether they speak Spanish in the classroom. The results are presented in Table 11.

Table 11

Classroom Teachers Who Are Involved
With Spanish Speaking Children

Do any children in your class speak Spanish as their native language?	Yes	43.2%
	No	56.8%
Do you speak Spanish in the classroom?	Yes	30.5%
	No	69.5%

Over 40% of the classrooms surveyed have at least some children who speak Spanish as their native language. In classrooms where at least some children speak Spanish, two-thirds of the

Teacher Corps graduates use Spanish in the classroom. It is assumed that Teacher Corps graduates are not able to speak Spanish in the remaining situations. Graduates who do speak Spanish in the classroom reported that they used Spanish as a medium of instruction for other subjects as well as the subject matter of instruction in the vast majority of cases.

III. TEACHER CORPS GRADUATES IN HIGHLY INNOVATIVE ROLES IN EDUCATION

A. Introduction

Following the mail survey discussed in Chapter II, a study was made of graduates who had highly innovative roles in education as identified in the mail survey. Five categories of innovative jobs were identified, as follows:

- Teachers of pupils with learning disabilities
- Teachers of English as a second language
- Reading, math and science specialists
- Special non-teaching jobs in education
- Jobs at institutions of higher education

Based on information from the mail survey, three to five graduates were selected from within each job category because they appeared to have the most interesting jobs in that category.

Persons with the most innovative jobs in each category were selected because the purpose of the study was to develop a job description for each job category that could serve as a guide for future training, not only for Teacher Corps interns, but also for other staff training efforts whether funded by Teacher Corps or other sources. Several graduates were studied within each job category so that each job description would be somewhat independent of the unique experience of any one graduate. The interviews were conducted by telephone during November and December, 1974. The graduates were quite willing to be interviewed, and interviews often lasted an hour. The interview guide is presented in the Appendix of this report.

Each graduate was asked to describe his/her current job, including information about:

- pupils (ethnicity, special characteristics)
- funding source of job
- administrative context
- extent and nature of involvement with the community or parents
- job tasks

Graduates also were asked about the relationship of their Teacher Corps experience to their current job and how they happened to obtain this current job. In addition, they were asked why they joined Teacher Corps and what they expect to be doing next year. These questions helped Pacific T & TA Corporation to identify patterns in graduates' professional growth which would clarify the relationship between their Teacher Corps training and their current or future job.

B. Teachers of Pupils with Learning Disabilities

1. Job Description

Four teachers were interviewed who are working with children who have learning disabilities including children with perceptual problems yet normal I.Q., children with speech and hearing problems, and EMR* children. In each case the children were mostly from low-income backgrounds and were either Black, Chicano, Appalachian white or "mainstream" white.

All the teachers worked with the children in small groups or one-to-one during a part of the child's day. In each case the teacher did extensive diagnosis and screening prior to offering

*EMR -- Educable Mentally Retarded

instruction or assistance. While the teachers used previously prepared diagnostic devices, they emphasized the importance of creating their own diagnostic procedures and devices which were especially suited to the ethnic and cultural background of the child as well as to the child's learning disability. Several of the teachers emphasized the importance of diagnosing children without frightening them with a "test" and had developed unique procedures or devices for carrying this out.

Each of the teachers has set up a highly individualized instructional program for the pupils using previously prepared and newly prepared instructional materials and approaches. One teacher, for example, has set up a token economy for EMR children he teaches. The kids get paid for everything--work, good behavior--and they get fined for poor behavior under a set of rules set up by the students. They maintain a savings account within the classroom and they make purchases from the student store. The student store has fun things as well as academically relevant things such as paper and pencils. Pupils are involved in these activities, but each child has different responsibilities depending on his/her ability level. For example, some children cannot count while others can count and have a stronger background of "life experiences" which aid them in their classroom activities.

The teachers all worked with regular teachers to help them understand how to work with children who have learning disabilities. The speech and hearing teacher, for example, met with groups of teachers to explain general speech and hearing difficulties and used a tape-recording to illustrate her ideas. The teachers also used the regular teacher to follow-up on instruction given by the special teacher.

These graduates also worked with parents. All the teachers reported the general problem of parents not being accepting of

"special problems" classes for their children. In addition, one teacher helped establish a Parent Advisory Board with the help of a school psychologist. In general, however, these teachers were not deeply involved with the community compared with other graduates interviewed.

2. Relating Their Teacher Corps Experience to Their Current Job

Several teachers found their Teacher Corps coursework helpful, several did not. The courses that were especially helpful dealt--naturally--with learning disabilities, language arts methods, and mediating instruction. The value of the public school experience appeared to be (1) working with children with learning difficulties, (2) working with talented public school staff and team leaders, and (3) using Guided Self-Analysis and VTR* feedback.

Several of the teachers reported that the Teacher Corps project was trying to be innovative and that they were able to use some of these innovations, especially an approach to individualizing instruction known as I.G.E. Another teacher reported that the project was bringing about change--but more in terms of the total scope of teacher education at the IHE which did not directly benefit her.

One teacher pointed out that an aspect of her project hindered her development as a teacher. This was an attitude held by the college staff that public school teachers weren't very competent and that we must change them before quality education can exist in the schools. She goes on to say, "Then we learned that there are good teachers in the schools and we needed to work with them, not against them."

The teachers had different reasons for joining Teacher Corps. Two were attracted by the intern stipend and a chance to get a

*VTR — Video Tape Recorder

Master's degree. Both of these teachers reported that Teacher Corps had been a "consciousness-raising" experience for them--they now saw teaching in a broader way than they did when they joined Teacher Corps. Teaching now included working with parents and teachers, as well as bringing about change in the school system. Three of the teachers emphasized the "social concerns involvement" of Teacher Corps and how Teacher Corps helped them implement their concerns by giving them specific teaching techniques. These teachers also mentioned how Teacher Corps had broadened their concept of a teacher.

All the teachers planned to stay in teaching--but not necessarily with the same type of children. Two would like to teach "regular classrooms" in low SES schools. One other would like to teach ESL*, as he was trained to do in his Teacher Corps project, rather than EMR children.

3. Teachers of English As A Second Language

1. Job Description

English as a second language (ESL) teachers are teaching children from many backgrounds. One of the teachers works in an inner-city school in Los Angeles and teaches both Mexican-American and Korean children. Another of the teachers works with both U.S.-born and Mexican-born Spanish speakers and has prepared multi-cultural stories in an American Indian language, Chinese and Japanese. The third teacher works in a public school on an Indian reservation in the state of Washington and teaches ESL, as part of her kindergarten program, to Indian, Mexican-American and Anglo children. An important point is that these teachers are working with children who have a wide variety of ethnic backgrounds.

*ESL -- English As A Second Language

Two of the teachers work with children in special classes, and one of the goals for these classes is to return the children to the regular school program. It is clear, however, that these teachers also strive to have children respect and identify with their own culture, and to adjust to American schools. As an example of the adjustment problem, children from Mexico, reports one of the teachers, are used to a strictly run school. They need help adjusting to a more individualized instructional program in many American schools.

A common theme in the instructional program was the emphasis on development of fluency in English that began with listening, then speaking, then starting to read, then starting to write using words they can read. One teacher wrote songs using a desired ESL vocabulary and involved the children in art and photography projects. The programs were individualized to some extent, yet this was difficult to accomplish because of the wide range of pupil abilities. Moreover, these teachers had much larger classes than did teachers of pupils who had learning disabilities, so that individualized instruction was more difficult from a logistical perspective.

All three teachers spoke Spanish and English in the classroom. The teacher on the Indian reservation had trilingual classes--an Indian came to the class to teach her language and to help Indian children learn English. None of these teachers spoke an Asian language although Teacher Corps graduates from other Sixth-Cycle projects, especially the University of the Pacific, were fluent in one or several Asian languages. It should be pointed out that African language and culture was a major project theme at another project, the University of Massachusetts project. Many of the interns and staff at that project had lived and worked in Africa prior to the beginning of the Sixth-Cycle. However, it appears that graduates of this program were not ESL teachers.

Development of curriculum materials was a dominant aspect of teaching for all three ESL teachers. As mentioned previously, one of the teachers developed multicultural stories in an American Indian language, Chinese, Japanese and Spanish. Some of these materials are being considered for publication by a commercial publisher. This same teacher has developed an ESL textbook for Spanish speaking adults. As this teacher pointed out, 60% of his pupils are Spanish-speaking; yet only 1% of the books available are in Spanish.

All of the ESL teachers are heavily involved in the community and with parents. The teacher on the Indian reservation worked with a reading teacher to develop a program which helped parents learn how to help their children with their schoolwork. She also has involved parents in the music, dance and cooking components of her program. Another of the teachers is chairperson of the faculty and chairperson of the teacher's union organization at her school. She is involved with both black and Chicano organizations of parents and often is involved in dealing with parents regarding the goals and programs of the school. The third teacher is a member of the board of trustees of a Community Action Commission that addresses problems of housing, busing and health. He also is on the board of trustees of Project Head Start for the rural California county where he works. He teaches ESL and other subjects to migrant farm workers at a local college and had worked with several companies that have set up or desire to set up educational programs for Spanish-speaking workers.

2. Relating Their Teacher Corps Experience to Their Current Job

Two of these graduates are from the USC rural migrant Teacher Corps project. They both mentioned the ESL classes first

when asked what part of their training was most helpful. They also praised classes relating to teaching reading and several workshops run by the project. They both praised the project staff--"They were people who were experts yet were human," said one of the teachers. Both also praised the intensive language instruction given them early in the project. Neither spoke Spanish very well prior to their Teacher Corps experience--it has become clear that Spanish language instruction is often necessary for bilingual or ESL teachers--even for teachers with Spanish surnames. Both of these teachers also spoke of the feeling that they were change agents in the school. Both felt that Teacher Corps changed their ideas quite a lot about what teaching and education was all about.

The third teacher had a Teacher Corps experience characterized by "conflict with the project and the schools and a feeling of alienation among interns." Amidst the lack of direction and organization in the school, she became an innovater because she felt she was supposed to be innovative. She valued this chance to develop her own innovations. Her academic coursework wasn't very helpful as she saw it--the professors and instructors were not good and she did not learn much about multicultural education.

These outstanding teachers heard about Teacher Corps in a variety of ways. One read a Teacher Corps brochure, called a Teacher Corps Recruitment Center and was referred to a project. One heard about the program on the radio and liked the idea of financial assistance and a Master's degree and felt that Teacher Corps sounded like where "education ought to be." The third had been interested politically in migrant farm workers and thought Teacher Corps was a good vehicle to develop her ability to express this concern.

All three teachers expected to be teaching next year. One talked of the importance of having her inner city school "survive and have continuity." She felt quite tired and wasn't sure how many more years she could take the pressure of her job situation. The other teachers expressed a similar theme--their jobs take a tremendous amount out of them. Both work in rural areas and are experiencing a sense of isolation and loneliness. One of them said, "There are only several of us left now, the rest [of the interns] have returned to the city." He was glad, he said, that someone telephoned to see what he was doing.

D. Reading, Math and Science Specialists

1. Job Description

Six graduates were interviewed who work as reading, math or science specialists. They functioned either as a teacher on a teaching team or as a resource teacher who is responsible for helping a large group of teachers and pupils. There were some interesting similarities in job responsibilities for these teachers; they also saw their Teacher Corps experiences in similar ways.

One of these graduates is the only reading resource teacher for a parochial school in Houston. For one-half of her day she helps teachers develop curriculum materials and learning centers related to reading. She was trained to set up individualized instruction using I.G.E.* She now uses these ideas in her work as a resource teacher. The other one-half of her day is spent as a remedial reading teacher working with groups of approximately eight children taken from regular classrooms to receive special instruction. She uses commercially and newly prepared diagnostic devices and is able to provide individualized instruction for the children.

Another reading resource teacher works in a program whose purpose is the early identification and treatment of learning disabilities

*I.G.E. — Individually Guided Education

for children in six elementary schools in a large school district. This program seeks to keep children from falling far behind their classmates--it seeks to deal with learning problems before they become major handicaps for the children.

This teacher is also responsible for approximately 50 pupils whom she sees in small groups for short periods of time. She carries out extensive diagnostic procedures and has developed a wide range of procedures for helping children learn specific skills. She has developed her own material but reports that she is able to use the wealth of published materials which are available. She also works with regular teachers by providing resource materials, suggesting teaching techniques, and helping teachers understand specific reading problems which pupils are experiencing. This teacher is currently taking a course where she is being trained to provide more extensive in-service training to other teachers.

The third teacher is a Black who has returned to his hometown (mostly white) in rural Michigan. He works on a teaching team and in a self-contained classroom as a regular 5th grade teacher. He's helped develop a "cultural experiences" class and has developed a special reading program for remedial students. He also has been able to use competency-based instruction in his classes.

Last year he received an award for being one of ten outstanding elementary education teachers in the country. He was recommended by his principal who felt he related especially well with students, had many curriculum and instructional techniques which were new to the school system and was extraordinarily flexible.

The teachers in math and science have similar job responsibilities. One teacher is department chairman at a public

junior high school serving children of space scientists at the Johnson Space Center. His job involves teaching science and helping teachers develop curriculum in areas such as space biology and geology. He has developed a number of learning modules and has helped to implement CBE. He also has developed the overall scope and sequence of the curriculum and has ordered related equipment and other instructional materials. He has a lot of freedom to be innovative--in fact the community demands it.

Another teacher works on a math teaching team in Las Vegas--a city struggling with busing and racial desegregation. His school has only 6th graders and is located in the inner city. It is one of the few schools where white children are bused into black areas. His classes have black, Spanish-surname and white children in them.

The math program is highly innovative and is supported by E.S.A.A.* funds. Four math teachers run a highly individualized program based on a systems approach to math. Such an approach involves the delineation of a continuum of specific objectives and specific instructional alternatives for meeting each objective. Children are individually diagnosed as to their math skills. They then can choose among the instructional alternatives for the objectives they and the teacher have chosen. Each student keeps a record of his/her own progress, and a complex record-keeping system is used.

Self-direction and motivation are emphasized. To help students, teams of six pupils have been formed. Several persons on the team have jobs such as materials coordinator and noise controller. The teachers have put together learning packages and have coded the materials to certain learning objectives. They have also developed new materials on innovative topics such as "geo domes."

*E.S.A.A. — Emergency School Assistance Act

The sixth teacher has worked as a remedial math teacher and as a junior high school science teacher. She currently teaches black children from varied economic backgrounds in an eastern suburb. As a remedial math teacher she related math to a number of real world problems such as making budgets, making large purchases, handling checkbooks and credit, and grocery shopping. To teach this she developed her own learning packets and attempted to make abstract concepts more concrete by means of games and real world experiences. She uses similar approaches with her eighth grade science classes which she now teaches in an open-space classroom.

In general it is fair to say that few of these teachers are actively involved with parents or community. Their involvement with parents is usually in terms of explaining their instructional program to them or seeking volunteers to help in the instructional program. In terms of parent or community involvement, these teachers are different from either ESL teachers or the special non-teaching group of teachers. This difference between groups of teachers should not be interpreted as a criticism of the reading, math and science resource teachers--it only is a comment on the different roles played by graduates.

2. Relating Their Teacher Corps Experience to Their Current Job

These graduates pointed to several aspects of their Teacher Corps experience as being especially helpful to them in their current job. Surprisingly, few of them pointed to any coursework taken while in Teacher Corps. Several, however, did mention other coursework taken while in graduate school. For example, one of the teachers had taken 40 credits of graduate work in science prior to entering Teacher Corps. Another teacher took further graduate work in reading that especially prepared her to be a resource teacher

in reading. Both of these teachers emphasized that their Teacher Corps experience greatly enhanced their ability to make use of their other coursework in their current job.

Many of these teachers emphasized the importance of their relationship with project staff as a beneficial aspect of their Teacher Corps experience. One teacher emphasized how helpful his team leader was. This team leader was highly innovative and gave him a chance to try out new teaching techniques which the team leader demonstrated. The other graduates also mentioned team leaders and the project director as being critical to the success of their training.

Many of these teachers also emphasized the importance of their extensive public school experience as a Teacher Corps intern. Several commented that it was very helpful to them to be exposed to many teachers and teaching styles. They also valued the help they received in learning how to individualize instruction, develop learning models and learning centers. Several of these graduates said that they spent a good deal of time developing individualized instruction and that the Teacher Corps staff, both university instructors and team leaders, spent a lot of time implementing individualized instruction in the public school setting.

This points up a major difference between Teacher Corps projects and other teacher education programs preparing beginning teachers. In other teacher education programs the vast majority of resources, such as faculty time, are spent in university-based courses where students are taught general principals about such things as individualized instruction. At Teacher Corps projects, however, both university instructors and team leaders are actively involved in implementing individualized instruction in the public school setting as well as teaching interns how to individualize instruction. The Teacher Corps approach to providing instruction for beginning teachers probably has direct benefits for the public schools as well as providing better instruction for these teachers.

The Teacher Corps graduates also pointed to their training in diagnosing pupil needs and providing instruction for a broad range of pupils as useful aspects of their training in their current job situation. They also valued their training in curriculum development.

While many of these teachers are not actively involved with the community or with parents in their current job, they did value their contact with parents and community as part of their Teacher Corps experience. Several graduates reported that Teacher Corps helped them understand how to educate the whole child and that parents need to be involved in this education. Graduates also learned how to deal with parents and the community in a positive way. This set of experiences and skills from their Teacher Corps training gave them many insights which they currently use in their jobs.

Finally, several of them emphasized the importance of Teacher Corps as a facilitator of their personal growth which they in turn see as being especially helpful in their current job setting. One graduate told how Teacher Corps helped him make realistic decisions in many aspects of his life. Another told how Teacher Corps helped him learn to deal with frustration and how to clarify some of his emotional feelings. Another graduate reported that her Teacher Corps experience did not help her in these areas and she saw this as a serious lack in her preparation for her current job.

These graduates joined Teacher Corps for a combination of altruistic and personal reasons. Several experienced frustrations in finding other jobs--one was a sociology B.A. who had sought a job in her field for two years prior to joining Teacher Corps. Another was a graduate student in philosophy who was looking for a job. Four of the six graduates reported that the finaicial stipend

was a critical necessity for them. They probably wouldn't have joined Teacher Corps without this assistance.

Next year most of the graduates plan to remain in their current job. Several want to move into administrative jobs in education within the next three years, and one wants to leave teaching to work in a civil rights or human rights office at the city or state level.

E. Special Non-Teaching Jobs in Education

1. Job Description

Special non-teaching jobs in education cover a broad range of innovative jobs. One of these persons is connected with a Child Development Services System (CDSS) for a large, highly innovative school system. CDSS is a remediation and technical assistance program which provides a broad range of services including psychological, medical, social and educational services within the school district. CDSS coordinates all city services that work with the child and has a social worker in every school. This Teacher Corps graduate is a behavior specialist--a person who helps teachers and pupils deal with behavior problems in pupils. The pupils he serves are at least a year behind in their school work and attend inner city schools serving primarily black children. He receives referrals from teachers or social agencies. He then does an educational assessment of the child by observing class and interviewing the teacher. One purpose of the interview with the teacher is to help the teacher see what the child can do; the teacher already knows what the child can not do.

Following this diagnosis, this graduate helps the teacher, parent and child form and carry out a plan for helping the child. The plan often involves a change in the teacher as well as in the pupil. The Teacher Corps graduate's role is one of helping teacher,

parent and child develop and carry out the plan. Often this involves demonstrating teaching techniques including the use of behavior modification techniques. The graduate also helps by supplying instructional materials to the teacher--materials frequently developed by the Teacher Corps graduate. While he has not had a chance to work with groups of teachers, he has worked with groups of pupils both in prevention and remediation of behavior problems.

Another of the Teacher Corps graduates worked as a Head Start administrator and director of the education department at a Black Muslim school. As an administrator with a local Head Start program, she was responsible for a wide range of activities including assisting teachers, ordering equipment and food, dealing with health codes, etc. She introduced the idea of community-based education, where children do things in the community such as go to the supermarket. She also helped teachers learn how to assess their own effectiveness.

Because of problems beyond her control at the Head Start program, she left Head Start to work with the Black Muslim school. Here she runs teacher workshops and demonstrates new instructional approaches. She reports that she has not been terribly successful because the school has emphasized a "heavy, old-fashioned style of education" including drilling, spelling tests, etc. She believes one problem with the school is trying to get the same response out of children from different backgrounds. She views this as the opposite of what she learned in Teacher Corps.

A third Teacher Corps graduate has worked as a bilingual education curriculum developer for grades K - 8 in a small town in rural California. He directs a project funded by Title VII funds and in this role he must write proposals for federal funding, monitor project activities and expenses, and work with a number of different groups in addition to the curriculum development activities.

One goal of his program is the development of early childhood and migrant education programs for children. Another goal is the development of individualized instruction which is related to the child's strengths and weaknesses in speaking, reading, and understanding English and Spanish. Children in the program (both Anglo and Spanish-surname) all learn English and Spanish. This graduate involves parents in the program in a number of ways. The project has an advisory board and parents help in the classroom, on the playground and with special projects as instructional aides.

The fourth Teacher Corps graduate worked as a co-director of an alternative experimental high school sponsored by the Providence, R. I., public schools. He acted as principal, handled discipline problems, counseled students, related to parents, located community resources, recruited college students as aides, helped develop curriculum and helped develop student/teacher contracts.

Federal funding for that project was cut so that he shifted to a job as director of a Title III project at a private high school in the same city. He has similar responsibilities in his role as coordinator of curriculum development, in-service teacher education and innovative programs. The school has gone heavily into community education--students work in 43 community agencies as a requirement of the school. He helps coordinate this program and works with community organizations to get volunteers and resources to carry out the program and get involved with the school more generally.

2. Relating Their Teacher Corps Experience to Their Current Job

Several themes emerge from the graduates' collective experience in Teacher Corps and the relationship of this Teacher

Corps experience to their current jobs. First, there was the sense that they had a commitment to bringing about educational innovation, and they felt that the "program" expected this of them. The "program" was more than their local project. It also was the sense of being in a national network of activity, and this sense was communicated to them in Teacher Corps literature and other recruiting materials, and by project staff who in turn were influenced by the national network.

These graduates felt that they, personally, were responsible for helping to bring about this change--whether the project helped them or not. The project helped them in a number of ways--courses that taught them specific teaching techniques, for example. But the project characteristic they more often emphasized was the leadership and support given by the project staff. One graduate spoke of this leadership as a leadership style which helped the graduate understand what's happening in leadership positions, and gave the graduate a level of trust and "nerve to break through the old regimentation" in the schools. Another graduate spoke of the enthusiasm that existed in the program which supported his efforts to bring about change.

At some projects, the project wasn't very good at supporting and facilitating intern efforts to act as a change agent. One graduate reported that he was "up against the wall in dealing with change in the public schools." He saw himself as being in a situation where the cooperating teachers, officially his supervisors, were damaging the lives of kids. He had to organize programs, on his own and without a lot of help from the Teacher Corps project, to help kids. He also had to work with the teachers to help them change. In this "negative" situation as he saw it, he learned effective techniques for working with teachers that he uses in his current job.

A second theme was the importance these graduates gave to personal growth experiences within the project. Several graduates emphasized the importance of coming to see education and teaching in broader terms than they had before their Teacher Corps experiences, even though both graduates had taught prior to entering Teacher Corps. One graduate spoke of personal growth in his awareness of individual needs (generally in society), of Blacks and other minorities. He had courses in "affective education" and value clarification skills during his Teacher Corps experience which he found helpful. More important, he felt, was the leadership style in the project--very group-decision oriented--and his relationship with project staff. Another graduate referred to his growth in being able to deal with stress and frustration as a change agent. He and other graduates spoke of their experience as both a time of personal growth and of growth in social consciousness.

These graduates joined Teacher Corps for a variety of reasons that combined need for money and/or a teaching credential with a desire to be a good teacher for low income children and a desire to be an effective change agent in education. Most planned to hold similar jobs over the next few years if their soft-money projects were maintained.

F. Interesting Jobs at Institutions of Higher Education

1. Job Description

Five Teacher Corps graduates who were interviewed held jobs at institutions of higher education (IHE's). These jobs ranged from being an administrator at a "university without walls" which had programs at five correctional institutions to being a research assistant who provides technical assistance to Urban/Rural projects across the country in the areas of in-service training,

project management and bilingual education. For several of these graduates, their jobs are part of a doctoral program which is preparing them for senior leadership roles in education.

One of these graduates is an administrator at a "university without walls." A portion of this university program is to provide instructional opportunities for inmates and staff at five correctional sites including a woman's facility and halfway houses. His job is to help with curriculum development, staff training and supervision. He tries to develop new courses and programs, but he also helps students learn how to document their past and present learning experiences. He reports that this documentation process helps students "gain an understanding of themselves and where they are going." This process also helps students obtain credit for their varied and powerful learning experience.

Another aspect of his job is to relate with prison administrators about the educational program. He reports that sometimes these administrators think his concepts of education are threatening to prison control. Hence he has to deal with many fundamental issues relating to education and prison life. He also serves as essentially a counselor to students in the program. He helps them clarify their educational and life goals. He also counsels inmates and persons in halfway houses regarding problems of living outside prison walls such as finding employment and housing. In doing this counseling, he is trying to teach students problem-solving processes and ways of dealing with their own frustrations.

Another graduate is currently an instructor of Black Literature and Composition at Temple University, located in the inner city of Philadelphia. He teaches freshman and sophomore students, who are predominantly Black and Chicano. His courses emphasize Black literature, as well as creative writing more

generally. He develops curriculum materials used in the courses and uses a variety of instructional techniques including recorded music and various approaches to poetry reading. Both he and the students are continually involved in an evaluation of the course and his teaching. He found, for example, that he was trying to cover too much material in too short a time and the students felt rushed. He feels that this evaluation process and the communication that he has with students are helping him continually improve his course.

He also is the director of a community-based writers' workshop. The workshop promotes cultural affairs in the community, conducts poetry readings, plays and drama as well as writing experiences in these areas. The workshop under his direction is also trying to complete a journal for black writers in the Philadelphia area. His goal is to promote the talent of these writers and to make Philadelphia a recognized national center in the literary field. Many nationally known people are involved in the workshop.

The third graduate is a doctoral student at Stanford University in foreign languages and bilingual, bicultural education. As a research assistant at the university, he is involved with the Urban/Rural program funded by the U. S. Office of Education. This program involves school and community groups across the nation in planning and carrying out school staff development and school reform.

His job is to provide technical assistance to Urban/Rural projects. In this capacity he helps local project staff design and carry out training programs and workshops for teachers. He also trains community members in how to work more effectively within Urban/Rural projects. He often gives technical assistance in

bilingual, bicultural education. He provides curriculum materials in this area and has devised instruments to analyze textbooks, curriculum, program, and instructional methodology. He also has helped translate publications into Spanish.

The fourth Teacher Corps graduate is involved as a teacher/counselor in the Special Services Division of a community college. This program provides remedial and job skill courses for poorly educated black adults. The program is funded by the Federal Government.

As a counselor she helps adults decide which classes they should take and develop a plan for how these classes will help them in their lives. For example, she counsels postal workers to take courses in electronics and personnel supervision. She helps LPN's take classes to become RN's.

She also is a math instructor in the program. She has developed a number of instructional materials including learning models and special work sheets. She has set up an individualized learning laboratory and has organized her classes so that students help each other in the learning process.

She meets with other math instructors and administrators to exchange ideas about objectives, developmental tests, and guidelines. She also is involved in the community in a program that prepares men and women for parenthood and childbirth. This program offers classes for expectant mothers and others interested in these ideas.

The last Teacher Corps graduate is involved in counseling and supportive services at the University of the Pacific. Last year, as Director of Supportive Services, he counseled and tutored students especially from the minority groups. He also developed

a course on how to survive in college, which was quite favorably received by students. This year he is the Assistant Director of Counseling. In this role he works with 200 students in a counseling capacity. He also teaches an orientation program for students.

This graduate is involved in a number of other important activities. He serves on the executive committee of a national society of ethnic and special studies in higher education which was funded by the Ford Foundation. This group researched and evaluated programs in higher education to make them more accessible and responsive to ethnic minorities. The group has sponsored national conferences, publications and projects that studied these problems and issues.

He also is on the board of directors of an industrial opportunity center. In this role he has evaluated student activities and curriculum and has helped with a number of administrative and policy dilemmas. In addition, this graduate served on the board of a group called Public Access TV, which sets policy and runs a cable TV station in the community.

2. Relating Their Teacher Corps Experience to Their Current Job

These Teacher Corps graduates were more critical of their Teacher Corps program than were other graduates interviewed in this study. They felt their program was too demanding on their time and that they were rushed to complete too many activities. They also were critical of the ethnic composition of the Teacher Corps staff. They believed that more of the staff should have been non-white.

On the positive side, they valued the opportunity to work as part of a team effort to bring about change, and they valued the opportunity to learn how to plan instructional activities,

community projects and innovative educational programs. As a result of his Teacher Corps experience, one graduate commented that, compared to other faculty at the university where he was teaching, he felt he planned his lessons much more thoroughly and was more interested in and effective in bringing about institutional change. Another graduate also valued his training in organizational development and bringing about structural change in institutions. He has come to feel that organizational change is mostly a function of administrators, and he wants to direct his future energies toward being a creative administrator.

These graduates valued two aspects of their Teacher Corps experience which other graduates have also reported as being valuable. These graduates learned that "different people learn in different ways"--a concept which, they feel, many educators can verbalize but few can operationalize. These graduates reported that their programs taught them how to operationalize this idea both in their teaching and in their relationships with other adults. These graduates also valued the community component of their program, especially the techniques they learned for involving the community in making decisions about educational programs.

These graduates joined Teacher Corps for reasons discussed in previous sections of this report--a combination of altruistic and personal reasons. Several joined Teacher Corps with the expectation that it would finance their education, which eventually would lead to an advanced degree in another field. Their Teacher Corps experience changed their minds--now they want to pursue a career in education after completing an additional degree.

The other graduates saw Teacher Corps primarily as a vehicle for bringing about institutional change. This desire to bring about change pre-dated their Teacher Corps experience, yet each was careful to point out how Teacher Corps had improved

their skills and broadened their perspective about change. One of these graduates wants to be a dean at the university where he currently works. Other graduates are obtaining Ph.D.'s in education or closely related fields. Their plans for their work after obtaining their degrees are not settled as yet.

IV. SUMMARY AND CONCLUSION

1. The Follow-Up Study

A mail survey questionnaire was sent to all graduates of Sixth-Cycle Teacher Corps projects (N = 669). Slightly over 50% of the graduates returned the questionnaire which sought information about whether graduates tried to secure a teaching job, and if so where and how. The questionnaire also sought information about their current job status, and their occupational plans for the next five years.

Several conclusions can be drawn from the results of this mail survey. First, 88% of the graduates who responded to this questionnaire reported that they had sought a teaching job in some school district across the country. It is clear that an overwhelming majority of graduates from Sixth-Cycle Teacher Corps projects did seek a teaching job after graduation. A very high percentage (85%) of the respondents to the survey reported that they had a job as a classroom teacher or in some other role in education. It can be concluded that a vast majority of the Teacher Corps graduates were able to secure jobs in the educational field.

The graduates who responded to the survey and the subset of these who obtained jobs in education did not differ from the total population of Sixth-Cycle Teacher Corps graduates in terms of sex or ethnicity. While school districts may have desired to hire Teacher Corps graduates from minority groups, they actually hired graduates from all ethnic groups. Neither males nor members of certain minority groups secured a disproportionate number of teaching jobs.

A fourth conclusion pertains to the commitment of school districts to hire graduates following conclusion of their Teacher Corps experience. Of the 333 respondents to the questionnaire,

184 (55%) had been offered a teaching job in the school district where they served as an intern. It can be concluded that school districts honored their commitment to hire Teacher Corps graduates from local projects. In turn, 71% of the graduates who were offered such a job did in fact accept the job and were employed in the school district one year after graduation. From this it can be concluded that the Teacher Corps provided a sizeable number of new teachers in school districts served by local Teacher Corps projects. This finding could be used to persuade school districts planning to associate themselves with future Teacher Corps projects.

Graduates who held jobs in education were asked to indicate whether they were a classroom teacher, an administrator, a curriculum developer (outside their own classroom), a guidance counselor or had some other job in education. The overwhelming majority (93%) of these graduates indicated that their job involved at least some classroom teaching. A small percentage indicated that at least some part of their job involved them as an administrator (5%), guidance counselor (5%) or curriculum developer (5%). It can be concluded that the vast majority of graduates who held jobs in education functioned as classroom teachers at least part of the time.

Graduates who held jobs in schools were asked to describe the ethnic makeup of pupils and teachers at the school. The average graduate worked in a school where the majority of pupils were non-white, and 80% of the graduates reported that they worked in schools that served low income children. It can be concluded that the majority of Teacher Corps graduates who worked in schools are in school settings that serve large numbers of low income minority-group children.

While many of the graduates who hold classroom teaching jobs are responsible for children at several grade levels, the great majority of these teachers teach elementary rather than

secondary school students and thus are able to utilize their Teacher Corps training more directly. At least three-fourths of these teachers are responsible for instruction in reading/language arts, social studies, science and math. It can be concluded that most graduates who have classroom teaching assignments work with elementary school children and teach the usual broad range of subject matter. However, 22% of these graduates also teach English as a second language.

Two-thirds of the classroom teachers are not involved in team teaching that involves cooperation between two or more regular teachers. However, the majority of classroom teachers do have at least one classroom aide. In this way a majority of classroom teachers are able to use their team teaching experience acquired from their Teacher Corps training.

Graduates who held jobs in education were asked to rate the quality of their Teacher Corps training experience and its usefulness to them in their present job. Two-thirds of these graduates rated the quality of their Teacher Corps training experience as either excellent or very good. This percentage represents a high degree of satisfaction among graduates who held jobs in education about the quality of their training experience. These graduates were also asked to rate the usefulness of their training to their present job. Eighty-five per cent reported that their training was either extremely or quite useful, with over 40% of the graduates rating it as extremely useful. It can be concluded that in general these graduates were very positive about the quality and usefulness of their Teacher Corps training experience to their current job in education.

Finally, graduates were asked to indicate what their professional plans were for the next year and for five years in the future. In the second year following graduation, 77% of the graduates

plan to be classroom teachers and an additional eight per cent plan to have other jobs in education. It can be concluded that the same percentage (85%) of graduates currently hold jobs as classroom teachers or in other roles in education as plan to remain in education for the second year following graduation.

Five years after graduation, 82% of graduates who responded to the survey plan to remain in education in some capacity. However, five years after graduation the percentage of graduates in classroom teaching is projected to decrease from 77% to 31%, while the percentage of graduates in other roles in education is projected to increase dramatically from eight per cent to 51%. In general, graduates see themselves as moving from classroom teaching to more specialized and more responsible roles in education within the next five years.

2. Graduates Who Hold Highly Innovative Jobs in Education

Based on responses to the mail survey, a number of graduates were identified who held highly innovative jobs in education other than as classroom teachers. As reported in the mail survey, many graduates who currently hold teaching jobs plan to shift into other roles in education, like the ones to be described in this report, within the next five years. Five categories of innovative jobs were identified, as follows:

- Teachers of pupils with learning disabilities
- Teachers of English as a second language
- Reading, math and science specialists
- Special non-teaching jobs in education
- Jobs at institutions of higher education

Based on information from the mail survey, three to five graduates were selected from within each job category because they appeared to have the most interesting jobs in that category. These graduates were interviewed by telephone about their current job and the relationship, as they saw it, between their current job and their Teacher Corps experience.

No attempt will be made here to summarize the jobs held by graduates within each of the five job categories described above. There were a number of similar job responsibilities across job categories, however, and these are worthy of mention.

Many of these graduates were responsible for providing technical assistance to other persons, usually teachers. This technical assistance included instructional techniques, new curriculum ideas, and procedures for working with special types of children. Another common responsibility was working with agencies and groups outside the school. These agencies included service agencies, community groups and parents; and the relationship between the teacher and these agencies and groups involved informing them about the programs at the school, involving them in decisions about the school, assisting them as they worked with pupils served by this graduate, and working with them about activities outside the school.

A third common theme was working with pupils in a way that recognized and enhanced individual differences among pupils and provided individualized instruction for them. Related to this was the fourth common theme--developing new instructional materials or diagnostic procedures. Many of the graduates reported the need to develop or adapt their own materials or devices because commercially prepared materials were inadequate.

Finally, many of the graduates were involved in developing innovation. Such effort was characterized by identifying a need, defining a program, gaining institutional support or support from other teachers, developing materials and/or program ideas and installing these new programs. These efforts are different from merely developing new instructional materials--the efforts may include materials development, however.

These Teacher Corps graduates were also asked about how they saw the relationship between their Teacher Corps experience and their current job. Again several common themes emerged. Many of the graduates spoke first about their relationship with the Teacher Corps project staff--especially with their team leaders. These staff gave them considerable support in their professional growth and allowed them opportunities to try out new ideas. The staff also demonstrated a number of new instructional techniques and served as counselors in a variety of ways.

Another common theme was the value of extensive public school experience while in Teacher Corps. At this time they were exposed to a variety of teachers and teaching styles. They also felt they were able to thoroughly understand life at a public school and because of this they felt they were able to plan and begin to carry out innovations in the school setting.

Closely related to both their strong relationship with the project staff and their extensive public school experience was their sense of personal growth during Teacher Corps. They learned especially to deal with frustration and ambiguity. They also felt they learned to take responsibility for many aspects of their lives while in Teacher Corps.

Another common theme in the relationship between Teacher Corps and their current job, as seen by the graduates, was a sense

of commitment to bringing about educational innovation--a sense of commitment which they felt the "program" expected of them. The "program" was more than their local Teacher Corps project. It also was a sense of being a part of a national network of activity, and this sense was communicated to them in Teacher Corps literature and other recruiting materials, and by project staff who in turn were influenced by the national network.

These graduates felt that they, personally, were responsible for helping to bring about this change--whether the project helped them or not. At some projects interns were helped in doing this in a variety of ways. At other projects interns felt they received little support and in this "sense of chaos" as they saw it, they proceeded to develop their own little innovative projects. In this "negative" situation as they saw it, they learned how to organize for change.

Interns often spoke of Teacher Corps as a "consciousness raising" experience. By this they meant that Teacher Corps broadened their notion of what was involved in education and in teaching. Even those who had worked as teachers prior to entering Teacher Corps commented that Teacher Corps greatly expanded their ideas about what ought to be done in education.

Finally, some graduates referred to the value of their coursework and the community component of the project. The coursework was not always viewed as helpful. As often as not it was viewed as a waste of time. Courses, however, that pertained directly to their special area of responsibility in teaching were often viewed as helpful. For example, the ESL teachers greatly valued their training in this area. The community component was seen as helpful, not only in giving them certain techniques for working with parents and community agencies, but also in communicating to

them a sense that education involved more than just schools. It involved many community agencies and parents.

During the interviews with these graduates, several additional themes emerged. Many Teacher Corps graduates indicated a feeling of weariness in their job situation. Many expressed the feeling that their jobs were taking a tremendous amount out of them. In addition, many graduates felt isolated and alone. One of them, a graduate working in rural California, said, "There are only a few of us left now, the rest [of the interns] have returned to the city." Graduates also wanted to learn what other graduates were doing, and a number felt they had interesting accomplishments they wanted to share with others.

APPENDIX

Current job or activity: (if different from previous year)

( ) Basically the same job

- Pupils
  How many?
  Background?
  Type?
- Who provides the funds for your job?
- Are you involved in the community? How?
- Are you part of a team or group?
- Are you a supervisor?
- Who supervises you?
- Do you have administrative duties? What?
- Did you develop the materials you use?
- Evaluate anything?
- Instructional Techniques?
- Learning modules?
- Inservice training?
- Only Black or Chicano?
- Is current LEA innovative?
- If different, why?
- Extra Curricular Activities

What parts of your Teacher Corps training does your current job utilize?

- coursework
- community activities
- personal relationship with staff
- classroom experience/ special
- curriculum development
- Were you doing your ccurrent "role" during your TC training?
- Was LEA innovative?
- Was project trying to bring about change in LEA?

How did you happen to choose this kind of job?

- T.C. influence direct or indirect?
- Person choose job or had no choice?
- Interest predating T.C.
- Other background factors

Why did you join Teacher Corps?

- How do reasons for joining T.C. relate to current job?
- What did you expect to get from T.C.?

What do you expect to be doing next year?

- What type of job are you heading for?

Home address:_____ Work address:_____

_____ _____

_____ _____

Phone:_____ Phone:_____

Best time to call:_____ _____

Back up person to call:_____

Willing to participate?_____

Classification:

( ) ( ) Teacher/Admin./Counselor ( ) ( ) English-Second lang.

( ) ( ) Resource Teacher for Special Children ( ) ( ) Special non-teaching Jobs in Education

( ) ( ) Teaching in Special Schools, e.g., Portal, Teaming, Rotating, Handicapped, Alt. ( ) ( ) Math Specialist/Science

( ) ( ) University Instructor

( ) ( ) Reading Specialist ( ) ( ) Team Leader

( ) ( ) Students in Education (Higher, Spec., Bilingual) ( ) ( ) Cooperating Teacher

MAIL SURVEY QUESTIONNAIRE

Name_____

SECTION A: Seeking a Teaching Position

Record your answers in these boxes:

1. Were you offered or did you accept a teaching job in the district where you were an intern?
   - yes ☐1 (8)
   - no (Skip to no. 3) ☐2

2. Are you currently employed in the district where you were an intern?
   - yes ☐1 (9)
   - no ☐2

3. Did you seek a teaching job for the 1973-74 school year?
   - yes (Go to no. 4a) ☐1 (10)
   - no (Skip to Section B) ☐2

4a. In how many districts did you make application for a teaching job?
   - one ☐1 (11)
   - 2-4 ☐2
   - 5-8 ☐3
   - 9-12 ☐4
   - more than 12 ☐5

4b. Check (✓) the boxes for the areas of the country where you applied for a teaching position. (12)

- A ☐1
- B ☐2
- C ☐3
- D ☐4
- E ☐5
- F ☐6
- G ☐7

SECTION B: Future Plans

1. What do you expect to be doing next year and five years from now? (Please check a box in each column.)

	(13) Next Year	(14) In 5 Years	
Classroom teacher			1
Other role in education			2
Other job			3
Student			4
Other			5

SECTION C: Current Status

1. Which category best describes your present status? (check only one)

	(15) ✓	
Classroom teacher or other role in education (Go to Section D)		1
Other job (not education) (Go to Section E)		2
Student (Go to Section F		3
Other (specify) _____ (You have completed the Questionnaire. Thank you.)		4

SECTION D: For Classroom Teachers and Other Roles in Education

1. What is your present job? (Check all that apply.)

Classroom teacher	☐1	(16)
Administrator	☐1	(17)
Guidance Counselor	☐1	(18)
Curriculum Developer (not for your own classroom)	☐1	(19)
Team leader of a Teacher Corps project	☐1	(20)
Other (specify)	☐1	(21)
_____		(22)
		(23)

2. How would you rate the quality of your Teacher Corps training experience?

Excellent	☐1	(24)
Very Good	☐2	
Good	☐3	
Fair	☐4	
Very poor	☐5	

3. How useful is your Teacher Corps training to your present job?

Extremely useful	☐1	(25)
Quite useful	☐2	
Slightly useful	☐3	
Not at all useful	☐4	

In the questions below, please describe your school. If you work at more than one, skip Questions 4 and 5 below.

4. What is the ethnic make-up of students and teachers in your school?

	Black	Chicano	White	Other
(26-33) Pupils	___%	___%	___%	___%
(34-41) Teachers	___%	___%	___%	___%

5. Would you say that at least 30% of the pupils are from low-income families?

yes	☐1	(42)
no	☐2	
I don't know	☐3	

6. In your present role, do you spend most of your time teaching?

yes	☐1	(43)
no	☐2	

7. What grade(s) do you teach? (Circle all that apply.)

1 2 3 4 5 6 (44-55)
7 8 9 10 11 12

8. Please place a check ( ) by every subject that you teach.

reading or language arts	☐1	(56)
English as second language	☐1	(57)
social studies	☐1	(58)
science	☐1	(59)
Spanish	☐1	(60)
math	☐1	(61)
music	☐1	(62)
art	☐1	(63)

9. Do you teach the same pupils all day long?

yes	☐1	(64)
no	☐2	

10. How many aides (not volunteers) do you usually have in your classroom? (Circle.)

1 2 3 4 or more (65)

11. Do you team teach?

Yes, at least two hours per day	☐1	(66)
Yes, less than two hours per day	☐2	
No	☐3	

12.	Do any children in your class speak Spanish as their native language?	yes no	☐1 (67) ☐2
13.	Do you speak Spanish in the classroom?	yes no	☐1 (68) ☐2
14.	If so, how is it used? (Check all that apply.)	Teaching Spanish as a language Teaching other subjects	☐1 (69) ☐1 (70)

SECTION E: For Other Jobs

1. What type of job do you have? Please be specific, for example, "Admissions counselor at community hospital," "Interviewer on research project in university sociology department." _____ (8) (9) (10) (11) (12) (13) (14) (15)

2. What were your reasons for choosing this job? (Check all that apply.)

No teaching jobs available	☐1	(16)
To make more money	☐1	(17)
Disillusioned with education or the "system"	☐1	(18)
Preferred this type of work	☐1	(19)
Other (specify) _____	☐1	(20)

SECTION F: For Those Studying in School

1. In which area are you concentrating your studies?

Education	☐1	(21)
Law	☐2	
Social Sciences	☐3	
Fine Arts & Humanities	☐4	
Physical Science	☐5	
Other (specify) _____	☐	

2. Do you expect to continue in the field of education when you complete your further studies?

yes	☐1	(22)
no	☐2	

3. What is your degree objective?

Master's Degree	☐1	(23)
Ph. D.	☐2	
Other (specify) _____	☐	